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| ***The following curriculum map contains a unit plan that was created at the OFSHEEA/OFS3HLC Summer Workshops in London/Ottawa/Toronto. The workshops brought together educators across the province to network with one another and share ideas and resources about the newly revised Social Sciences and Humanities curriculum. The time spent working on the unit was very brief and the lessons within the unit plan are just one group’s interpretation of the curriculum expectations. The curriculum map and unit plan are not prescribed. The unit plan is not complete but serves only as a starting point. You are encouraged to network with colleagues to continue to build and enrich the curriculum map for your classes.*** |

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| **Food and Culture - HFC3M ALTERNATE**  **CURRICULUM MAP - UNIT 2** |
| Course Description: (taken from the curriculum document) |
| This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. |

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| Course Content |
| **Enduring Understandings**   * Canadian cuisine is influenced by cultural foods of the world. * Preparation of cultural foods involves a variety of diverse foods and techniques. * The origins of food, customs, traditions and practices vary by regions of the world. * Primary and secondary research explores various topics related to cultural foods. |
| No longer in this course: |
| This is a brand new course. Everything is new. |

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| **Unit 1 Overview: Kitchen Fundamentals** |
| **What will the student learn?** |
| **Big Ideas**   * Preparing food in a safe manner is important to prevent kitchen accidents and food-bourne illnesses * Recipes should be followed carefully to ensure a high quality product |
| **Essential Questions**   1. How can students prevent accidents in the kitchen? 2. How can students keep food safe? 3. What strategies can be employed to use recipes effectively? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **D1. Kitchen Safety: demonstrate an understanding of practices that ensure or enhance kitchen safety;**  D1.1 describe common accidents that can occur in the kitchen *(e.g., cuts, burns, fires, falls, poisoning, electric shocks)*  D1.2 demonstrate an understanding of safe practices within the food-preparation area *(e.g., safely handle hot foods; prevent spatters, scalds, and cuts; wipe up spills immediately)*  D1.3 demonstrate an understanding of appropriate emergency responses to common accidents associated with food preparation *(e.g., cuts, burns, scalds, fires)*  **D2. Food Safety: demonstrate an understanding of practices that ensure or enhance food safety;**  D2.1 explain the causes of food-borne illnesses *(e.g., E. coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis)* and describe the symptoms of, and the techniques for preventing, these illnesses  **D3. Food Preparation: demonstrate skills used in food preparation in various countries/cultures;**  D3.4 demonstrate the ability to measure quantities accurately *(e.g., use different strategies for measuring wet and dry ingredients; level off excess amounts; measure liquids at eye level)*  **D4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation**.  D4.4 apply mathematical skills correctly in food- preparation tasks *(e.g., convert between imperial and metric measurements; convert between measures based on weight and those based on volume; calculate yield changes)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 2 Overview: Food Practices** |
| **What will the student learn?** |
| **Big Ideas**   * There is a relationship between geography and the foods available in a country * Many factors influence food choices in Canada and the world. |
| **Essential Questions**   1. How does geography, religion, economics and environment affect cultural food choices? 2. What kinds of food are produced in Canada? 3. What kinds of food are produced around the world? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B1. Food Choices: demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures;**  B1.1 explain how various factors *(e.g., geography, religion, economics, culture, environment, values)* influence personal and societal food choices  B1.2 explain why specific foods are served on various special occasions in Canada and in dif­ferent countries *(e.g., national holidays, cultural and religious celebrations, weddings, harvest celebrations, family celebrations)*  B1.3 describe the origins and development of food traditions and agricultural practices in a variety of cultures *(e.g., the discovery of fire and its use in cooking, the “Green Revolution” and the widespread use of fertilizers, the effects of food scarcity, advances in tools used in food production, advances in sanitation, immigration between coun­tries)*, and explain how they have influenced current practices in these cultures  **C1 Food Availability: demonstrate an understanding of the relationship between geography and the food naturally found and/or produced in Canada and various other countries;**  C1.1 explain the relationship between geography and the foods naturally found or produced in different regions of Canada *(e.g., salmon on the west coast, beef and bison on the prairies, Saskatoon berries on the prairies, cranberries in Ontario, grapes in southern Ontario, fish/seafood in the Atlantic provinces, seal and whale in the far north)*  C1.4 explain how food-acquisition practices vary among people who live in rural and urban environments *(e.g., in rural areas, people may grow some of their own food, keep poultry for eggs and/or meat, hunt for seasonal game; in urban areas, people have access to large grocery stores and may have access to food products from a variety of cultures, local farmers' markets, and community gardens)*  **C2. Sources of Foods: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;**  C2.1 describe the origins of various foods eaten in Canada *(e.g., potatoes, breads, corn, rice, bananas, tofu, various cheeses, various herbs and spices)*  C2.2 identify foods that are regularly eaten as a dominant part of the diet in different parts of the world *(e.g., grains/cereals such as rice, wheat, maize/corn, millet, sorghum; roots and tubers such as potatoes, cassava, yams, taro; animal products such as meat, milk, eggs, cheese, fish)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
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| **Unit Culminating Task(s)** |
| Canadian content: Unit Test  Cultural content: Students will complete a research-based presentation (written, visual and oral component) on a culture of their choice. This presentation will cover the topics represented in overall expectations B1, C1, C2. Students will research food practices based on culture, sources, values, norms, religion, economics etc... These findings will be communicated in a visual/verbal format. Research skills including research notes, credible sources, APA referencing will also be assessed and evaluated.The project will include identifying a recipe from the chosen culture that the class may cook at a later date. (E.g. students as a class vote on what cultural recipe they want to cook, these labs may take place throughout the course). |
| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:**  **Canadian Food Regions** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **A.1 - A1.1, A3.4**  **A.4 - A4.3**  **B.1 - B1.1**  **C.1 - C1.1**  **C.2 - C2.1** | * Identify where foods are grown and produced in Canada. * Describe how the environment and geography impact food production. * Use social science research and referencing skills. | How does geography affect food production?  What are the food regions in Canada?  What foods are grown in these different regions?  How do I do APA citations? | - APA Research and Referencing  - Growing regions |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
| - Basic understanding of Canadian geography and food production.  - Ability to contribute to group task, stay on topic and respect the ideas of others  - Ability to cite research | Internet access  Mural paper  Markers  Map of Canada  Access to pictures for mural  Pictures of food from Canada | **Map Activity**  Students are handed pictures of foods that are grown/produced in Canada (corn, wheat, berries, salmon) and asked to place these on a large map of Canada provided on the board where they think they are from. Take up results as a class, discussion on growing regions and new terminology.  **Research**  Students are organized into food regions /Provinces of Canada. In these groups they will research the physical geography and environment of the region and what foods are produced on that land. Research is internet based. Recommended websites provided. Students are expected to cite the sources they use. The following day, students are to summarize key ideas of their research in a group document that will be posted for the class.  **Mural Activity**  The 3rd day a mural sized map on a wall is provided. Each province/growing region has a section. Students put key ideas in a visual format (pictures, drawings) on the map provided.  -Verbally present key ideas to the class. |  |
| **Lesson 2:**  **Canadian Food Staples** |  |  |  |
| **Overall &/or Specific Expectations**  **C2 – C2.1** | **Learning Goals**  We are learning to:   * Identify the historic and staple foods in Canada | **Key Questions for the Lesson**   1. What is a staple food? 2. What are the staple foods in Canada? 3. What foods are native to Canada? 4. To what extent have the staple foods of First Nations people changed over time? | **Terminology**  **bannock**  **staple foods**  **indigenous** |
| **Readiness** | **Materials** | **Activities** | **Checkpoints** |
| * Some knowledge of First Nations culture and history * Willingness to participate * Note taking abilities | * Chart paper * Post-it notes * Graphic organizer * Video/resources on First Nations food history * *Anita Stewart’s CANADA ~ The Food, The Recipes, The Stories* (HarperCollins Canada, Toronto, 2008) ISBN: 978-1-55468-231-7 Cuisine Canada Gold Award * First Nations, Inuit, Metis Food Guide - available from Health Canada | - Provide definition of a staple food.  - Students as a class generate a list of what they consider food staples in Canada. As a class/ or in groups they can create a T chart to determine what foods on the list generated are indigenous foods vs. imported foods.  - Ask students to add to the ‘indigenous’ list with their prior knowledge of First Nation diet. Add foods they come up with to a list. Using readings, First Nations/Inuit /Metis Food Guides, video learn more about historical first nations aboriginal diets . An organizer can support student notes. The list of Canadian food staples originally generated can be used in lesson 4. |  |
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| **Lesson 3:**  **Food Acquisition** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C1 - C1.1, C1.4** | * Recognize the different ways food is obtained in rural and urban communities within Canada. * Learn about the challenges people face in accessing foods. | 1. How might people in rural communities access food? 2. How might people in urban communities access foods? 3. What are the similarities and differences between rural and urban access to foods? 4. What are the trends in food accessing foods (e.g. buying local, urban gardens)? 5. What are the challenges faced in urban and rural communities when accessing foods. (e.g. seasonality, cost, variety)? | * acquisition * rural * seasonality * urban |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | * Family profiles/ bios (ensure equal representation between rural and urban) * Current articles on food acquisition/ current trends * Critical thinking discussion questions for each article. An example provided in CBC link below **<http://www.cbc.ca/q/blog/2012/07/05/why-you-should-support-hunting/index.html>** * internet access | **Food Acquisition Activity**  Give each group a family profile which outlines different realities of families from different areas (e.g. downtown Toronto, isolated family, Northern family, farming family, costal family or a family relying on hunting and gathering practices etc… ) .  Students in groups need to research the options available to acquire food and challenges faced in this process (e.g. cost of food, seasonality, distance, nutritional quality) . E.g. Downtown might have lots of options but the cost is high and there are temptations to buy ready made foods or expensive coffees; where else can you get foods instead of the grocery store ? (e.g. urban gardens, backyard gardens, food banks.) Student groups take notes on chart paper and share findings with the class. Chart paper information can be transferred into their notes.    In small groups, select an article on a current food issue relevant to the community ( e.g. boom in urban community z\gardens, limited access to quality foods on Native reserves,etc.) Students to create discussion questions and share ideas with the class. Student can take notes. Articles will be posted in an online forum. |  |
| **Lesson 4:**  **Food Origins Around the World** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **C2 - C2.1, C2.2** | - Understand the different foods that make up a local food supply around the world.  - Describe the origins of various foods eaten in Canada. | 1. What are the staples foods eaten around the world? 2. How do immigration patterns affect the foods eaten in various regions of Canada? | * immigration patterns * multiculturalism * staple foods |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | World map, string, pins OR ways to track food - movement from international to provincial/regional- What the World Eats by[Faith D'aluisio.](http://www.chapters.indigo.ca/home/contributor/Author/Faith-D%27aluisio) Photographed by Peter Menzel **Resources:**  [**http://www.pbs.org/kcet/when-worlds-collide/education/by**](http://www.pbs.org/kcet/when-worlds-collide/education/by)  **- Anthony Bourdain - No Reservations** | - Look around the world to find out what the staples foods are in different cultures. Also find out what the indigenous foods are and what is imported. Use Hungry planet – what the world eats.  - Give each group a picture of a family. They have to look at the foods they see and select what they would consider a Canadian staple. They can find out if this food is indigenous to that country and if not, where is it from. They can then select 3 other foods from the picture and find out their origins. Find out which foods are indigenous to the region and which foods are imported. Share findings with the class and on a world map – can track with lines.  -Students can share from their own backgrounds what they eat. OR bring in guest speaker to discuss.  - Investigate the origins of staple foods. Do the staple foods change depending on the immigration patterns (e.g. Toronto vs. halifax vs. Regina). Take notes using a world map/ chart. Create a graphic organizer to guide note taking. | - students should be able to describe what staple foods are and how immigration patterns affect what foods are available in a local area |
| **Lesson 5:**  **How Culture Affects How We Eat** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
| **B1.1, B1.2** | - Understand one another’s food traditions for special occasions.  - Understand how food choices are affected by culture.  - Understand how food choices develop our identity and make us feel connected to something bigger than ourselves | 1. What do you think of when you hear the word culture? 2. How is food an expression of culture? 3. Why are specific foods served during various special occasions? 4. How do special holiday foods show our identity? | * cultural celebrations * culture * family celebrations * harvest celebration * norms * religion * shared traditions * values * weddings * values * norms * religion |
| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  | Resources:  - Anthony Bourdain, Parts Unknown  [**http://www.youtube.com/watch?v=Wq2gkJamjX4&noredirect=1**](http://www.youtube.com/watch?v=Wq2gkJamjX4&noredirect=1)  **- pbs the meaning of food**  [**http://www.pbs.org/opb/meaningoffood/**](http://www.pbs.org/opb/meaningoffood/)  **- CBC Doc Zone**  **http://eatcooklove.cbc.ca/** | - Create a mind map to define culture .  - Socratic discussion to develop class definition of culture.  - Watch one of the video links to reinforce and discuss ideas.  - Each student chooses a particular occasion and explores what the food traditions are for their family by creating a poster and share it through a Gallery Walk OR create an on-line invitation to publicize the importance of the food to the cultural occasion.  - Food lab connected to a special occasion |  |

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| **Unit 3 Overview: Food Availability** |
| **What will the student learn?** |
| **Big Ideas**   * Foods eaten in Canada have their origins from around the world. * Culture influences how people obtain, prepare, serve and consume food * Some foods take different forms around the world * Food labels are different in different countries |
| **Essential Questions**   1. What are the key messages in Canada’s Food Guide? 2. How does Canada’s Food Guide compare to other food guides? 3. How has Canadian cuisine been influenced by other cultures? 4. How do eating patterns vary around the world? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B2. Food Guidelines: demonstrate an understanding of the key recommendations in Canada’s Food**  **Guide and the food and nutrition guidelines of other countries;**  B2.1 describe key recommendations in Canada’s Food Guide *(e.g., choose dark green and orange*  *vegetables and orange fruit more often; choose lower-fat milk products)*  B2.2 compare key recommendations and foods represented in various versions of Canada’s Food Guide *(e.g., First Nations, Inuit, and Métis version; translated versions)*  B2.3 compare recommendations in Canada’s Food Guide with those in food guidelines from other countries *(e.g., Dietary Guidelines for Americans, Mediterranean Food Guide, French Food Guide, Chinese Food Guide)*  **B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.**  B3.2 describe a variety of herbs and spices and their common uses in the cuisines of various countries/cultures  B3.4 compare some food-production and food-acquisition practices in Canada to those in a variety of other countries/cultures *(e.g., with reference to: cultivation on small family farms versus large monoculture farms; the role of hunting and fishing; organic farming practices versus the use of chemicals and genetically modified seeds/plants; growing cash crops versus growing for local con­sumption; using surplus produce to barter or trade for different foodstuffs; buying packaged goods and butchered meat in grocery stores versus fresh produce and live animals in markets; kosher and halal foods)*  **C1. Food Availability: demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries;**    C1.2 explain how overhunting and overfishing, as well as the reduction or elimination of natural habitats, have affected the availability of foods found in different regions of Canada  C1.3 explain the relationship between geography and the foods naturally found or produced in various countries of the world *(e.g., tropical and citrus fruits in countries with consistently warm climates, fish/seafood in coastal areas, food products from grazing animals in grassland areas)*  **C2 Sources of Foods: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;**  C2.3 compare the different forms that certain foods take around the world *(e.g., rice: noodles, rice pudding, risotto, rice paper; corn/maize: flour, tortillas, polenta, oil; chickpeas: hummus, chana*  *masala, flour; wheat: flour, bannock, pasta, cereal, breads such as pita, naan, baguette, focaccia, challah)*  C2.4 plan and prepare a food item or items using ingredients from a variety of countries/cultures  **D4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in**  **food preparation.**  D4.1 demonstrate an understanding of the infor­mation found on Canadian food labels and on labels of foods from other countries |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
|  |  | **Suggested Activities**  **Diagnostic: provide 7 cards each with a different component of the food system (1.Input 2.Food Production 3. Food Processing 4. Food Distribution 5. Food Access 6. Food Consumption 7. Outputs (see pg. 26 Food in Society, McGraw-Hill) students as a class/ smaller groups are to put these cards in order. Discussion as a class of results, terminology and correct answers. then pose the question, is this a line - start to finish OR a system/circle? Why or why not? - Where does responsibility of food start and end - eg. what about food waste.**  **Students can then take notes using a graphic organizer on the different components. Provide resources. A video on this topic could be shown (e.g. ‘How It’s Made’ episode)** |  |
| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Unit 4 Overview : Flavours of the World** |
| **What will the student learn?** |
| **Big Ideas**   * Food practices, customs, and traditions of a country reflect the unique cultures of that country |
| **Essential Questions**   1. What are flavours and aromas that are typical of the cuisine of different countries? 2. What are the main food sources/staple foods of different countries? 3. What are the daily eating patterns and dining etiquette practices of different countries? 4. What are the tools and equipment used to prepare , serve and eat of different countries? |

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| **How will assessment and instruction be organized for learning?** |

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| Overall Expectations and Specific Expectations (for this unit) |
| **B3 Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.**  B3.3 identify some foods that are Westernized versions of foods/dishes from various cultures *(e.g., California roll)*  B3.5 compare and contrast food-preparation practices in a variety of cultures  B3.6 describe some cultural variations in daily eating patterns *(e.g., time of day for meals, number of meals per day, timing and typical content of the main meal of the day)*  B3.7 compare dining etiquette in various cultures *(e.g., seating arrangements, order and use of*  *utensils, appropriate sounds while eating)*  **C3 Flavours of the World: demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with cuisines of various countries/cultures.**  C3.1 explain the differences between herbs and spices  C3.2 describe a variety of herbs and spices and their common uses in the cuisines of various  countries/cultures  C3.3 describe some characteristic flavours and aromas of the cuisines of various countries/cultures  C3.4 plan and prepare a food item or items using herbs and spices typical of the cuisine of a particular country/cultures  **D3. Food Preparation: demonstrate skills used in food preparation in various countries/cultures;**  D3.1 identify the tools and equipment used for preparing, serving, and eating foods from a variety of cultures *(e.g., wok, tajine, barbeque, smoker, clay oven, bamboo steamer, chopsticks, mortar and pestle, skewer)*  D3.3 demonstrate the ability to adapt recipes from other countries/cultures by substituting equipment that is readily available *(e.g., use a frying pan instead of a wok; use a standard oven instead of a clay oven; use a Dutch oven or slow cooker instead of a tajine)*  D3.7 demonstrate an understanding of meal customs and table-setting practices in a variety of cultures *(e.g., sitting on the floor on a rug in northern Africa; sitting on tatami [mats] for a traditional Japanese meal; setting the table with many utensils for a formal European meal)* |

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| **How will students demonstrate their learning?** |
| **Assessment OF learning** |
| **Assessment FOR learning** |

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| **Unit Culminating Task(s)** |
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| Additional Ideas for Unit Culminating Task(s)   * Unit Test |

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| **Lesson 1:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 2:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 3:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 4:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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| **Lesson 5:** |  |  |  |
| **Overall &/or Specific Expectations**  (with numbers) | **Learning Goals**  We are learning to: | **Key Questions for the Lesson** | **Terminology** |
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| **Readiness** | **Materials** | **Suggested Activities** | **Checkpoints** |
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